DOCUMENT RESUME

ED 144 163 EA 009 767

TITLE Regents Program Priorities for Fiscal Year 1978-79.
INSTITUTION New York State Education Dept., Albany.
PUB DATE Jun 77
NOTE 33p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Adult Education; Basic Skills; Continuous Learning; Educational Accountability; Educational Finance; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Equal Education; General Education; Health Education; Post Secondary Education; Resource Allocations; State Departments of Education; State Legislation; *Trustees; Vocational Education
IDENTIFIERS *New York

ABSTRACT

This statement of program priorities is approved in the late spring to guide the New York State Education Department staff in detailed preparation of requests for state fiscal aid beginning the following April 1. The wide-ranging goals in general and occupational education concern lifetime learning; basic skills; health education; understanding human relations; formation of values essential to individual dignity and a humane civilization; knowledge of the humanities, social sciences, and natural sciences; occupational competence; cultural and creative awareness; citizenship; and environmental awareness. During the summer and early fall the Regents will be reviewing specific requests and proposals related to these priorities. (MLF)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED144163

Regents Program Priorities for Fiscal Year 1978-79

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

June 1977

EA 009 767

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University *(with years when terms expire)*

1981	THEODORE M. BLACK, A.B., Litt.D., LL.D., Pd.D., D.C.L., L.H.D. *Chancellor*	Sands Point
1987	CARL H. PFORZHEIMER, JR., A.B., M.B.A., D.C.S., H.H.D. *Vice Chancellor*	Purchase
1978	ALEXANDER J. ALLAN, JR., LL.D., Litt.D.	Troy
1986	KENNETH B. CLARK, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1983	HAROLD E. NEWCOMB, B.A.	Owego
1988	WILLARD A. GENRICH, LL.B., L.H.D., LL.D.	Buffalo
1982	EMLYN I. GRIFFITH, A.B., J.D.	Rome
1983	MARY ALICE KENDALL, B.S.	Irondequoit
1984	JORGE L. BATISTA, B.A., J.D., LL.D.	Bronx
1982	LOUIS E. YAVNER, LL.B.	New York
1979	LAURA B. CHODOS, B.A., M.A.	Clifton Park
1980	MARTIN C. BARELL, B.A., I.A., LL.B.	Kings Point
1981	JOSEPH R. BONGIORNO, B.S., M.D.	Brooklyn
1984	LOUISE P. MATTEONI, B.A., M.A., Ph.D.	Bayside
1981	J. EDWARD MEYER, B.A., LL.B.	Chappaqua

President of The University and Commissioner of Education
EWALD B. NYQUIST

FOREWORD

Each year the initial step in preparing Regents State budget and legislative proposals is Regents approval of a statement of Program Priorities. The statement is approved in the late spring to guide the State Education Department staff in detailed preparation of requests for the State fiscal year beginning the following April 1.

This year for the first time the Regents Program Priority Statement for FY 1978–79 is a public document. In addition to providing guidance for State Education Department staff, we hope the statement will encourage comment on priorities by the Governor, the Legislature, members of the educational community and the public. During the summer and early fall the Regents will be reviewing specific requests and proposals related to these priorities. Recommendations to implement the priorities are welcomed.

Respectfully submitted,

Ewald B. Nyquist

TABLE OF CONTENTS

Foreword iii
Introduction 1
General and Occupational Skills, Knowledge and Attitudes 1
Postsecondary Education and the Professions 12
Cultural Resources 19
Vocational Rehabilitation 25
Administration of the Department 27
Conclusion 28

INTRODUCTION

Although the Governor has not yet provided explicit guidelines for the preparation of budgetary and legislative proposals for FY 1978–79, we anticipate continued stringent State fiscal conditions next year.

In preparing budget, legislative and five-year plans, the Regents direct the Commissioner and the Department to reallocate existing resources wherever possible and to request funds and legislation requiring additional resources only for the priority areas indicated in this document.

The program priorities stated in this document are organized by the basic functions of the Department rather than by organizational unit. The priorities pertain to all Department units. Each unit should reexamine its work activities with relation to the priorities.

GENERAL AND OCCUPATIONAL SKILLS, KNOWLEDGE AND ATTITUDES

The Regents goals in general and occupational education as stated in March of 1974 continue as follows:

Goal #1: Mastery of the basic skills of communication and reasoning essential to live a full and productive life

Goal #2: Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world

Goal #3: Ability to maintain one's mental, physical, and emotional health

Goal #4: Understanding of human relations -respect for and ability to relate to other people in our own and other nations—including those of different sex, origins, cultures, and aspirations

Goal #5: Competence in the processes of developing values—particularly the formation of spiritual, ethical, reli-

gious, and moral values which are essential to individual dignity and a humane civilization

Goal #6: Knowledge of the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world

Goal #7: Occupational competence necessary to secure employment commensurate with ability and aspiration and to perform work in a manner that is gratifying to the individual and to those served

Goal #8: Knowledge and appreciation of our culture and capacity for creativity, recreation, and self-renewal

Goal #9: Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society

Goal #10: Knowledge of the environment and the relationship between one's own acts and the quality of the environment.

In addition to these specific goals, the March 1974 document entitled "Goals for Elementary, Secondary and Continuing Education in New York State" included three concerns about the education system's capacity to achieve the goals. These concerns are *equality* of opportunity, the *quality* of the teaching processes, and *efficiency* and *economy* in education.

As the Department develops proposals for 1978–79, a fourth concern—Accountability—must be stressed. As part of the concern, the Regents expect the Department to establish a process parallel to the "Program Priority Statement" which evaluates progress of Department programs toward these goals and concerns. The Regents reaffirm their commitment to accountability at the local school district level. The commitment is to be implemented as set forth in the document, "Major Recommendations of the Regents for Legislative Action—1977" at the section of State Aid to the Public Schools (page 14):

"The Regents have approved these proposals for State Aid to the Public Schools with the provision that certain premises be accepted as Regents policy on elementary and secondary education. To the extent that these are modifications of current policy, the Education Department is directed to develop procedures for implementation by no later than the school year 1977–78.

"First, we believe that the basis for aid is the need of students to achieve at least minimum standards of competence in learning.

taking into account their social environment and personal histories.

"Second, we believe that in setting the formula for State Aid it is time to break the pattern of adhering to established historical precedent.

"Accepting these premises, we cannot propose an Aid formula without also proposing that the Regents and the State Education Department will make it possible to measure the cost effectiveness and educational results of the monies spent. We affirm:

"One, that State Aid is intended to be spent on a *defined* basic education, and spent in a way that mandates specific uses of the money or, otherwise, excludes specific uses.

"Two, that the use of the State funds be monitored, audited, and enforced by the State Education Department according to prescribed rules.

"Three, the use of funds must be defined in terms of specific levels of achievement of students in school systems. To enforce the attainment of designated levels of achievement, school systems should run the risk of losing flexibility (discretion) in the use of state funds in direct relationship to defined failure rates of students within *each school;* the loss of flexibility should mean that the State mandates specific remedial efforts which will not necessarily involve any decreases in funding."

The priorities of the Regents for FY 1978–79 toward realizing the goals and addressing the four concerns are described in the following pages. Accomplishment of the priority objectives is dependent upon the Department's ability to recommend programs which consider the following inhibiting factors:

the economic situation in the State; inflationary costs which continue to spiral; an already overstrained local tax base; the ceiling on local tax rates in most of the State's cities; and, the decreased level of the State's share of the costs for public education.

Goal #1: Mastery of the basic skills of communication and reasoning essential to live a full and productive life

Urban Education—In 1976, the Regents issued a statement regarding the New York City elementary and secondary educational system which is related to the goal of basic skills but which is related to each of the other goals and concerns. This priority is included under basic skills because of its significant relationship to this goal and to highlight its importance. The 1976 statement reads:

"The trauma of the City of New York affects deeply the children and their future. Unquestionably, the City's financial crisis requires a painful retrenchment in the City school system. . . .Most seriously, the retrenchment means that the education and therefore the lives of one million children must suffer. To discharge its

duty as the educational trustees of these million children, the Regents must develop plans for safeguarding the City school system during the next three years of anticipated financial crisis. We must seek to mitigate the harm that seems so inevitable."

In an attempt to meet some of these problems the Regents proposed an analysis of the learning, cost and governance of the New York City schools. As of April 1977, funds have not been provided to support this study. If funds are made available in 1977, the Regents expect that a series of recommendations will be made to both the 1978 and 1979 Legislatures.

Basic Education—Emphasis upon the basic skills must be maintained. Test results continue to indicate significant progress in the early grades in reducing deficiencies in reading and in arithmetic, but while test results for the middle and upper grade students show arrested decline, they also indicate limited progress. Continued progress is required at all levels since individuals who lack proficiency in the basic skills will experience severe difficulties in school and in the adult world. Environmental and home factors have an important impact on individual pupil achievement. Nevertheless, primary responsibility for development of the basic skills rests with the schools.

In the Department program, therefore, the following activities are to be given priority:

- Assist the schools in organizing effective developmental and remedial programs to assure that all pupils, including those who drop out of school before graduation, have attained the basic skills necessary to function successfully in the adult world.
- Assist the schools in developing specialized education programs for all non-English-speaking children including instruction in the pupil's base language and particularly designed to develop rapidly their ability to read, write, and speak English.
- Insist upon the continuation of sequential instruction in the basic skills of writing, spelling, reading and mathematics through the middle and upper grades.
- Assist districts to install effective instructional management systems.
- Basic education, during a period of declining enrollment, can be supported and expanded by the use of instructional technology. Resources must be invested to develop alternative instructional, opportunities through the use of television, computers and other telecommunications systems. Such technology can provide basic instruction in a cost-effective manner. New York State in cooperation with such organizations as the Agency for Instructional Television (AIT), must employ strategies and materials

that can provide desirable program options for students that are not affordable in the conventional school.

Goal #2: Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world.

Continuing Education—The 1970 census has shown that New York State had approximately 4.9 million adults, aged 25 and older, with less than a high school education. Of these adults, 2.9 million had eight years or fewer of formal education and are classified as educationally disadvantaged. This large number of adults have need for educational skills which will enable them to cope with the demands of contemporary society.

Data for last year indicate that the various systems of Continuing Education worked with over 1,226,000 adults. However, nonparticipants are found in disproportionate numbers among the educationally disadvantaged. In order to participate, these adults have indicated, in a Needs Assessment Study completed January 1977, that they must overcome financial and personal barriers which currently limit their participation in these activities. Shifts in demand for certain occupational skills create corresponding pressures on the work force for learning new skills.

Demographic shifts in the composition of the State's population also have consequences for Continuing Education. Persons aged 65 years and older currently comprise 11 percent of the State's population. Large numbers of persons approaching retirement age have indicated that they are seeking ways of spending the years following termination of employment in productive and rewarding pursuits. These demographic shifts further indicate that the number of families with income below the poverty level is increasing. Between 1970 and 1974 (at a time when the national average declined by 2.3%) the number of such families in New York State increased by 6.6%.

All adults should have opportunities to increase their skills and knowledge not only to meet their employment needs but to fulfill their potential as unique individuals. At the very least, secondary credentials should be available to everyone. Beyond that, adults have many growth needs extending into the post-employment years. Retired adults should be able to pursue lifelong interests or develop new ones they may not have had time for during their years of employment. Their pursuit of these interests can be of benefit to the rest of society as well as provide satisfaction to the individuals.

Major efforts in fiscal year 1978–79 will focus on the following areas of needs which were identified in the Continuing Education Needs Assessment Study completed in January 1977:

- Developing increased opportunities in both urban and rural areas for adults to engage in basic educational programs at time and locations suitable to their needs. Highest priority will be placed on basic literacy training.
- Assuring high quality of educational programs for adults by devising a strategy for upgrading all personnel who seek to work with adults. This strategy will be characterized by preservice and inservice training programs.
- Providing opportunities for adults whose native languages are other than English to develop proficiency in English as a second language.
- Encouraging the articulation and coordination of the various Continuing Education delivery system at local and regional levels.
- Providing leadership in the development of adult information and counseling services to insure that all persons make use of available programs and resources in all agencies.

Goal #3: Ability to maintain one's mental, physical, and emotional health

Health Education—The Regents are concerned increasingly about student abuse of alcohol (involved in 55% of all arrests for all reasons), drugs and tobacco as well as the increases in teenage pregnancies and adolescent suicides. To address these problems, the Regents request that the 1977–78 program emphasize improvement of health education instruction to develop more mature approaches to major personal health decisions.

Goal #4: Understanding of human relations—respect for and ability to relate to other people in our own and other nations—including those of different sex, origins, cultures, and aspirations

Integration of Staff and of Student Body—The Regents will continue to work toward the reduction of educational inequities which result from isolation in schools by reason of race, color, ethnicity and sex. Program priorities will include:

- Expanding and improving multicultural curricula which emphasize the ethnic and cultural diversity of our State, nation and world.
- Developing the human relations competencies of educational staff, students and citizens through working together in identify-

ing and resolving problems and in evolving and achieving educational objectives.

- Examining and revising, where applicable, educational materials and procedures which cause and/or perpetuate discrimination of students and staff in schools by reason of race, color, ethnicity, religion and sex.

Goal #5: Competence in the processes of developing values—particularly the formation of spiritual, ethical, religious, and moral values which are essential to individual dignity and a humane civilization

Individual Rights and Safety—The Regents are concerned with the increasing incidence of vandalism and criminal activity—both violent and nonviolent throughout the society. The program priority for this goal is to work with the Division of Criminal Justice Services and the Division for Youth to develop joint programs reducing criminal activity.

Goal #6: Knowledge of the humanities, social sciences, and natural sciences at a level required to participate in an ever more complex world

Basic Competency Testing—The priority for this goal is to implement the Basic Competency Tests program described under the section Accountability.

Goal #7: Occupational competence necessary to secure employment commensurate with ability and aspiration and to perform work in a manner that is gratifying to the individual and to those served

Occupational Education—The Regents continue to work toward a comprehensive system of occupational education, using all available resources to provide continuous learning opportunities.

School systems should provide a broader-based occupational curriculum for younger secondary level students and in some cases older secondary students, to better acquaint them with the wide range of occupational opportunities available now.

At all levels of occupational education there is need for more cooperative efforts involving educational institutions, employers, employee groups, and representatives of the interests of the community at large, to link the schools and communities for the delivery of more effective career and occupational education. Programs should be provided which meet the realistic needs of the job mar-

ket. A special need is to provide service for students with economic disadvantages or handicaps and for persons with limited English-speaking ability.

Major priorities include:

- Elimination of sex bias and stereotyping, as well as any other discriminatory practices which restrict full and equal participation in occupational education
- Coordination between general and occupational education accruing to the maximum benefit of students
- Improvement in the design of management information systems
- Development of alternate sites and activities for occupational education, including the possibility of contracting with private business and industry
- Continuation and refinement of regional planning, with opportunity for participation by the private occupational education sector and other concerned agencies and groups, in order to assure a match with realistic job market needs
- Implementation of studies of student career preferences and realistic employment opportunities, particularly in occupations new or emerging within the region served or the State
- Updating of curriculum content, instructional methods, and support services
- Improvement in the equality of instruction through the continued development of performance-based curriculum and closer liaison between business-industry-education
- Assistance to local school districts to insure that pupils graduating or leaving schools as dropouts demonstrate basic competency in career planning.

Goal #8: Knowledge and appreciation of our culture and capacity for creativity, recreation, and self-renewal

Continuation of existing Department programs is recommended.

Goal #9: Understanding of the processes of effective citizenship in order to participate in and contribute to the government of our society

Education for Citizenship and in Economics—The Regents continue to be concerned that students completing elementary and secondary school be prepared to perform civic duties responsibly and to function as responsible consumers. The priorities in this area follow:

- Implementation of Basic Competency Testing Program
- Additional development of education for civic responsibility and education in the law. This includes determination of the appro-

priate placement of subject matter to enable students to become responsible citizens sensitive to political and governmental institutions.

- Identification of minimum consumer education concepts into all curricula.

Goal #10: Knowledge of the environment and the relationship between one's own acts and the quality of the environment

Continuation of existing Department programs is recommended.

Concerns

The Regents 1974 document on goals stated "concerns" which relate to all goals. The Regents continue to place high priority on these concerns and, in addition, the concern for accountability. These concerns cut across several goals. The concerns from the 1974 document are repeated here together with priorities for fiscal year 1978–79.

Concern #1—Equality

The gap between the educational opportunities afforded to the most favored segments of our population and those least favored—the poor of all races, nonwhite minorities, those who do not speak English, the handicapped, and those who for whatever reasons do not have the same educational opportunity as others in the State with similar needs and aspirations must be closed.

Education of Children With Handicapping Conditions—The education of the handicapped has received major emphasis from two major pieces of legislation: (1) The Federal Education for *All* Handicapped Act, P.L. 94-142; and (2) Chapter 853 of the New York State Laws of 1976. As a result of the two significant enactments, the following are program priorities for 1978–79:

- Continued implementation of Chapter 853 through the supervision and coordination of educational programs for the handicapped in public and nonpublic agencies and institutions
- Continued implementation of P.L. 94-142 through assistance and direction to public and nonpublic agencies in using Federal funds; and assuring that all requirements of the Federal law are carried out in all educational programs for handicapped children, whether private or public.

Equalization of State Aid to the Public Schools—The Regents urge continuation of efforts to revise State aid to local school districts so as to provide greater equalization of resources and educational opportunities and to inform districts in a timely manner so that school boards may have an adequate basis for planning budgets.

Concern #2—Quality

The gap between what is known about how best to teach individual children and what is often done must be closed.

The Regents program priorities reflecting this concern are as follows:

- Establish and maintain appropriate standards of achievement, in relation both to the Regents goals and to varying needs and abilities of pupils, through a comprehensive State Testing Program. At the same time, provide technical and consultant services aimed at improving local school testing and evaluation programs.
- Continue comprehensive long-range evaluation of the State-funded prekindergarten program in order to determine whether such programs produce significant and enduring improvement in the achievement and personal development of pupils during the primary grades.
- Monitor and evaluate the various categorical programs established in school districts for providing compensatory instruction and educational services to pupils with special educational needs and to pupils with handicapping conditions.
- Encourage and assist in the adoption of instructional management techniques utilizing computer capabilities and characterized by prompt and systematic feedback to pupils and teachers.

Concern #3—Economy, Efficiency and Productivity

The gap between the cost of doing whatever is necessary to achieve the goals of education and the resources made available to accomplish them must be closed.

In a time of fiscal stringencies, the problem of efficiency and productivity in education assumes particular importance. Despite curtailed budgets, and inadequate resources to meet spiraling costs due to inflation, the schools have a responsibility to maintain the quality and diversity of services to pupils. Further, there is increasing demand from the public for persuasive evidence that a fair return is being received for every educational dollar. Attention must therefore be focused on efficiency and productivity of education in a variety of ways.

To address these problems, the following should have priority:

- Reduce the burden of reports and paperwork imposed on the schools by a multiplicity of State and Federal requirements, especially where such may be conflicting, duplicative or nonessential.
- Continue the development of a statewide computer network which will provide management services to school districts at the lowest possible cost and increase the speed and accuracy of the collection at the State level of the many types of data necessary for effective planning.
- Assess the impact of Department regulations and policies on employee-employer negotiations and relationships.
- Assist school districts in the effective management of facilities, staff and other resources, especially during a period of declining enrollment.
- Assist school districts in plans to close school facilities where necessary.
- Take such action as may be indicated by the Regents study on energy conservation and related matters; including the effects of various calendar and time modules on the educational process, and family and community life. Continue to assist school districts in analyzing heating, lighting, ventilating, and transportation systems in terms of economical energy consumption.
- Encourage and facilitate the development, demonstration and widespread adoption of exemplary educational programs that are both effective and efficient.
- Conduct a study of New York State public school elementary and secondary education costs and of the various instructional, administrative, support service and logistics elements affecting such costs; and relate these statistics to comparative data from othe states' programs. The study will also compare New York educational productivity with that of other states on the basis of test results and other achievement and affective measures. The desired outcome will be an educational cost-effectiveness survey with appropriate consideration afforded differing state public service cost levels and relative difficulty of educational problems involved.

  A parallel study will analyze and compare similar measures of educational cost-effectiveness among various geographical regions of New York State.

Concern #4—Accountability

The gaps between Department and local agency objectives and pupil results must be assessed and analyzed to determine corrective action.

As indicated in the beginning of this section of the Program Priority Statement, the Department will advance the process of reporting

on accomplishments of Department programs. In addition, the Department is to prepare a plan for assessment of local achievement during school year 1977–78.

The priorities for FY 1978–79 include the following:

- To implement the plan to report to Regents on the effectiveness of Department programs.
- To implement the plan for local education agencies assessment.
- To continue implementation of the Basic Competency Testing Program in the five major areas—reading; mathematics; writing skills; civics and citizenship; and practical sciences and health. Minimum standards established by the Board of Regents for issuance of a high school diploma include, in part, the requirement that pupils have attained a passing score in each of these five tests.

POSTSECONDARY EDUCATION AND THE PROFESSIONS

Objectives

In October 1976, the Regents adopted their 1976 Statewide Plan for the Development of Postsecondary Education to set forth their goals and objectives for postsecondary education for the next four years and to state their policies for the coordination and development of postsecondary education, including the professions. The objectives and priority activities for the Department set forth below are based on the Regents goals, objectives and policies established in the 1976 Statewide Plan.

1. To assure excellence in postsecondary education through the maintenance and monitoring of appropriate academic standards, the guarantee of academic freedom, and the acceptance of academic responsibility;
2. To foster high standards of practice by professionals and paraprofessionals through educational preparation of high quality, licensure and certification, and monitoring maintenance of competence;
3. To allocate resources effectively to assure postsecondary education of high quality and professional competence;
4. To provide the opportunity to pursue postsecondary education without regard to age, sex, race, creed, national origin, geographic location, or economic status; and
5. To offer a variety of programs which will permit selection appropriate to individual needs and abilities.

Priority Activities

In a period of uncertain economic and sociological conditions and in a time of "no growth" or "controlled growth" circumstances, is-

sues such as dwindling enrollments, institutional survival, patterns of State and Federal financing, and the maintenance of high quality in times of growing competition for students and funds, warrant careful attention.

Accountability

In an effort to assure the maintenance of educational quality during the 1980's, the following are identified for special attention during the 1978–79 fiscal year:

Educational Preparation

(1) Program Review—During 1978–79, the Department will continue to carry out review of doctoral programs. Proposed, new first-professional degree programs and other new programs designed for entry into a profession will receive close scrutiny. Off-campus offerings and programs for special populations will also be carefully examined.

Reviews of master's level programs will continue. Because the stengthening of master's degree programs contributes to the overall quality and efficiency of higher education, specific actions which enhance graduate education, as indicated in the reviews, will be pursued.

The Department will place greater emphasis on institutional self-review. This is especially important at the undergraduate level where the number and scope of programs are great. As the variety of nontraditional programs increases, there will be an increased need for protecting individuals from fraudulent or inferior practices and for ensuring that acceptable standards of academic quality are being maintained.

(2) *Teacher Education*—Competence-based teacher education requires that preparation be derived from known classroom needs and that the skills, knowledge, and attitudes deemed necessary for prospective teachers be publicly and explicitly stated.

The Department will assist postsecondary institutions in completing the fundamental reevaluation and modification of their programs.

The Department will expand its efforts to develop monitoring procedures to complement the limited number of site visits possible with reduced staffing.

The Department will use its Educational Manpower Information System to advise schools and colleges about opportunities for teacher education graduates.

The Department will implement such policy directions as may be established by the Regents on the basis of recommendations of the Task Force on Teacher Education and Certification.

Professional Performance

(1) The new Rules of Professional Conduct that will be adopted by the Regents will be extensively publicized among members of the professions and the public. The Department will monitor the conduct of all professional practitioners in light of the new Rules. An increased level of funding for the Office of the Professions in connection with higher fees for licenses and registrations has permitted additions to staff and equipment in the Division of Professional Conduct and Professional Licensing Services. These additions and improvements permit more rapid processing of licensure and discipline cases and greater accessibility for the public. The Department will publicize, in brochures and in television and radio advertisements, the services provided by these two Divisions, including the toll-free telephone lines to them. The Department will develop directories which list practitioners, their addresses and their specialties, and provide consumer-oriented information.

(2) *Maintaining and Increasing Competence* — Preparation for initial licensure or certification is part of the Department's responsibility for the education of professionals. To facilitate education after licensure, the Department will explore opportunities for continued professional growth, including alternatives to graduate study. The Regents recognize that education after licensure is only a part of the maintenance of competency, and that practitioners must be exposed (on a voluntary or mandatory basis) to other educational experiences, such as peer review of quality of practice, designed to improve the quality of their services.

The Department will continue to assess the need for demonstration of continued or increased competence as a condition for reregistration or continued certification. The activities of professional groups in this area will be closely monitored and the results of their programs assessed. One area in which the Department will explore opportunities for continued professional growth is in elementary and secondary schools. The staffs of the public schools are stabilizing with longer terms of service in a district and a greater proportion of persons perma-

nently certified. The changing configuration of school staffs calls for attention to the need for planned and comprehensive programs of inservice education. The Department will pursue the establishment of inservice programs and services.

The Department will continue to collect information about the availability and quality of continuing education programs in the professions on which to base budgetary and legislative recommendations with respect to mandatory or voluntary continuing education for the other professions.

(3) *Expanding Health Care Roles*--The final report of the Regents Task Force on Medical School Enrollment and Physician Manpower included many important recommendations for New York. Those recommendations continue to represent appropriate guidelines for action in the area of health care delivery.

New York must continue to seek ways to increase enrollment at the State's medical colleges, to retain more graduates of the State's medical colleges, decrease reliance on foreign-trained physicians, and correct maldistribution in specialties and geographic areas. To address these concerns, the Department will continue to urge the development of clinical education programs and to seek legislation to authorize the inclusion of medical residency programs in the Statewide Plan.

The Department will cooperate with other agencies and institutions to ensure that the preparation and distribution of health care practitioners will meet the needs of New York. The roles of all health care practitioners and their interrelationships will be reexamined in order to determine whether or not it is feasible to redefine such roles in order to provide better protection of the health of the public.

The Regents recognize the need to assess health practitioner roles and redefinition of those roles in the context of a complex system of institutions, clinics, and independent practitioners. This recognition mandates that no profession or paraprofession be studied in isolation and suggests that educational services be planned on a continuum (ranging from the entry-level credential to postdoctoral certificates) to assure accountability in both educational preparation and professional performance.

The Department will also implement the approved recommendations of the Commissioner's Task Force on Professional Training in Psychology in an effort to provide adequate numbers of appropriately trained psychologists.

Allocation

To maintain and strengthen a comprehensive system of postsecondary education, it is necessary to promote the productive coexistence of all postsecondary institutions, which will provide a variety of opportunities and programs.

The next several years will likely be a period of transition and evolution of the system. The basic issues that need to be addressed include:

—The adequacy of the current structure of postsecondary education to sustain serious budgetary cuts while maintaining student access.

—Alternative funding and governance structures that can be developed to minimize the adverse effects of reduced funding in the public sector.

—Modification of student and institutional aid to offset escalating costs.

—Determinations of where and to what degree cutbacks in program and funding should be made when necessary.

—Enhancing postsecondary education's ability to respond to market conditions.

—Meeting the need for professional education of high quality and provision of opportunities for maintenance of professional competence.

Planning a Comprehensive System

(1) *Regents 1978 Progress Report*—The preparation of the 1978 Progress Report will provide an opportunity to evaluate the policies and programs recommended in the Regents 1976 Statewide Plan, and to modify them where appropriate. The Progress Report will provide an examination of the impact of revised levels of fiscal support, and present new proposals in such critical areas as: structure and coordination, student financial aid, institutional aid, academic program quality and availability, new student clienteles, nontraditional study, teacher education and certification, capital construction requirements, and monitoring professional practice and growth.

(2) *Regionalism*—The concept of regionally coordinated planning must be fully implemented in order to serve the special geographical and program needs of each region. Regents Regional Advisory Councils must be established in those regions where they do not yet exist. State support for Regional Councils is essential if the Councils are to play an active role in planning and program development. At the same time in-

terinstitutional cooperation should be encouraged within and across regional boundaries.

Coordinating a Comprehensive System

(1) *Budget*—A new procedure for a comprehensive annual budget request for all postsecondary education should be implemented as recommended in the 1976 Regents Statewide Plan.

(2) *Financial Management*—The deteriorating economic climate of the seventies has made even worse the difficult financial conditions of some postsecondary educational institutions. Projections for the 1980's which indicate a decline in enrollments of full-time undergraduate students drawn from the traditional age groups aggravate the situation, and although new enrollment populations have been identified, postsecondary education institutions will be confronted with serious financial problems.

The Education Department will assist institutions by advising them in financial management techniques and alternatives. Also, the Department must endeavor to ensure accountability through responsible fiscal management, the avoidance of unnecessary duplication of programs while meeting demand, and the enhancement of educational quality.

Information for a Comprehensive System

In order to facilitate coordination efforts, the State's information system must provide necessary data to meet the needs of the State and Federal governments and the educational institutions themselves. Data collection and dissemination will be accomplished in many ways.

The Department will continue to participate in two projects in cooperation with the National Center for Higher Education Management Systems to implement the Information Exchange Procedures System, and to pilot test and expand the statewide planning model.

The Databank and Information System on Health Resources, consisting of historical and current data on health professionals and health care resources, will be used for the development of sophisticated models for statewide planning, the projection of supply and need, and the simulation of alternative policies and policy decision at a variety of decisionmaking levels.

The system will draw upon the following basic data sources:

—Licensure and registration data on specific professionals;

—New York State Higher Education Data System information on preparatory educational programs and program resources;

—The master file of registered programs with information on institutions, locations, degree levels, subdisciplines in preparatory education for licensed professionals; and

—New York State demographic data.

Accessibility

The recent decade in postsecondary education in New York State emphasized access—making available to a heterogeneous population a full range of degree, nondegree, undergraduate, graduate, and full- and part-time educational programs in both public and independent institutions.

Accessibility is promoted through a variety of funding approaches to include student aid and direct institutional aid on both capitation and programmatic bases. Access is increased by the development of nontraditional options in both education and entry to the professions.

Financing

All persons who need financial assistance to pursue a course of study should receive aid appropriate to their needs, either in the form of grants from State, Federal, or institutional sources (TAP-available to eligible full-time students; BEOG-available to eligible full- or half-time students) or in the form of loans (Guaranteed Loans are available to full- or half-time students, with or without interest subsidies according to income). The Regents will continue to encourage the expansion of programs for the educationally and economically disadvantaged such as the Higher Education Opportunity Program, Search for Education Elevation and Knowledge, and the Educational Opportunity Program, as well as the Tuition Assistance Program. The Education Department will actively advise and encourage institutions to expand their student aid programs.

Innovative Approaches

Many modes of acquiring knowledge, apart from the traditional two-year and four-year patterns, serve personal and pro-

fessional lifetime educational needs. The Regents intend to emphasize such modes by encouraging a variety of nontraditional programs including the Regents External Degree Program, the College Proficiency Examination Program, Empire State College, and the Library Independent Learner Project. These deserve continued support for their enrichment of the State's education system.

The Department will develop mechanisms to promote broader recognition and acceptance of college-level credits by institutions. Special priority will be given to developing methods of assessment and of awarding credit for nontraditional learning and knowledge obtained by participation in informal education programs, life experience, and in training programs conducted by essentially noneducational institutions. These methods hold a special potential for the needs of persons not now served by traditional programs.

The Department will also continue to promote the development of improved articulation between secondary and postsecondary education throughout the State.

CULTURAL RESOURCES

Objectives

To preserve and strengthen the cultural institutions of the State as creative forces in expressing the beliefs and values of our society as well as serving as the custodians of our cultural traditions; to enrich the formal programs of educational institutions of elementary, secondary and higher education by broadened use of the holdings and programs of the cultural institutions, and to provide alternative educational opportunities for persons of all ages and cultural traditions; to inform current and potential users of cultural resources of their location and availability for public use; and to develop ways by which all users can have a form of access to all cultural resources and to achieve equitable financial support.

The combined impact of a community's cultural and academic institutions presently can benefit a relatively small percentage of the population. Programs are needed to create useful and innovative associations among schools, colleges, libraries, museums, archives, performing arts organizations, and historical societies. The results of these programs will help to establish the patterns of lifelong learning, will improve present educational programs, will make better planned use of existing educational resources, effecting proportionate economies and will foster a broader cultural perspective among the

general population. These broad objectives are described more specifically as follows:

- To develop coordinated library service to all the citizens of the State, including the handicapped, the disadvantaged, and the institutionalized at every appropriate level—local, regional, and State—so that all persons may have direct and easy access to a system which will provide them with necessary or desired information and library materials and services for the pursuit of their own social, cultural, and educational growth; and
- To advance the availability and understanding of the resources of museums and historical societies, including in-house and extension educational programs; and
- To strengthen the educational and cultural resources of the State in the areas of science and history through the collection, preservation and interpretation of natural phenomena and the works of man; and
- To investigate the natural resources and history of the State of New York, both for the acquisition of new knowledge, and for its use by the public and agencies which serve the public; and
- To promote and develop an educational media program for the State, including the development and expansion of communication systems, facilities, equipment, materials, and methodology; and to promote the efficient and economical utilization of all educational media and technology to provide more informal, general, and cultural education for all citizens of the State; and
- To preserve and make available for use the historically valuable official records of State government and to assist local governments with appropriate archival and records management practices.
- To encourage, advise and coordinate educational program efforts of cultural institutions, and to help publicize the availability and unique character of these to the public.

Program Priorities for 1978–79

The huge and increasing demand by the general public for access to cultural resources continues to pose grave financial problems for New York's cultural institutions. Because neither the demand, nor the problem, nor the benefits of cultural education have been clearly publicized, the Department should continue to carefully document this issue and inform the Governor, the Legislature and the general public. The Department, in addition, should assist these institutions in making the public aware of their diverse and unique contributions to the State's educational and economic well-being as well as its cultural life and in finding resources to alleviate the crisis.

In addition, the Regents urge that the following specific priorities dealing with the community resources of the State—library, muse-

um, archival, TV, historical, scientific, and artistic—be incorporated in the budget and legislative program for FY 1978–79 so that the potential for the total resources of the State's educational system will be realized. Special attention should be given to coordinating services between the cultural, elementary, secondary and continuing, and postsecondary institutions of the State.

The highly successful opening of the new State Museum in the Cultural Education Center of the Empire State Plaza has been sustained by a fourfold increase in attendance and a wide variety of related cultural events. The transfer of the State Library to the same building will add further in its being recognized as a center of cultural education. New and enlarged programs are needed to increase its resources for this purpose, but of equal importance, are programs which will enable these resources and special personnel to function as a center for cultural education, directing current and new learners to other locations to pursue their education with the aid of a greater diversity of resources and in other modes of learning.

Cultural Education Center—State Library. The move of the Library to the new Cultural Education Center during 1977–78 offers new growth space for the collections, more modern and convenient onsite user facilities, and more effective space and staff use. Support should be given to the concept of the Library electronic catalog, and the computer-based collection management system, which will allow use of the full potential of this new physical facility.

Cultural Education Center—State Museum

Museum Exhibit Program—The new series of permanent exhibits in the State Museum dealing with explanations of New York's diverse cultural and natural environments, requires completion of the New York Metropolis and Upstate Regional Halls to achieve the maximum educational benefit, and to take advantage of the economies to be derived from using the existing group of specialized production personnel. Temporary exhibits, displaying works of fine and decorative arts borrowed from institutions throughout New York, should commence in the spring of 1978.

Museum Education Program—The facilities and permanent and changing exhibits in the new State Museum provide an unparalleled opportunity to extend the learning experiences of visitors through lectures, handbooks, seminars, closed-circuit television, audio tapes and interviews with curators. A basic level of these educational activities must be de-

veloped to enable both adults and children to have the full complement of services found in all first-rate contemporary museums. In addition, the State Museum is seen as developing a group of new educational systems which will better serve existing audiences and attract new users among those with limited formal education. Emphasis should be given on the development of those new systems that can serve as models for other institutions throughout the State, and on those that involve the other institutions as recipients or participants.

Scientific and Historical Research and Collection Management. Priority will be given to those research projects which provide a greater understanding of ecological considerations with significant social or economic impact. The history and natural history collections are a critical component of the research and their transfer to the Cultural Education Center should be expedited. Special emphasis will be given to the acquisition and restoration of historical artifacts for permanent and temporary exhibits.

Natural Resource Advisory Services. In order to respond adequately to the needs of State and private organizations for information and interpretation of the State's natural resources, the Science Service is the appropriate focal point for the coordination of these services. This will require greater visibility, increased liaison with other groups, and additional resources.

The State's smaller historical societies and museums represent an underused capability for communities throughout New York. Services to these organizations need to be increased, particularly those which will be of assistance in identifying, developing and implementing exhibit and educational programs that will involve new audiences.

Library Services. In order to meet more fully the needs of all the residents of New York State and in response to critical inflationary factors, fiscal support for library services, for which there has been a long-term inflationary shortfall, must be increased and State aid used to encourage maximum coordination among libraries of all types and across library system lines. Anticipated economies can be effected by promotion of shared services and resources.

Special emphasis should be given to requesting funds to support the following priority service areas: service to State

government, the New York State Interlibrary Loan Network, and service to the blind and visually handicapped. These should be used to:

—Strengthen acquisitions and access to various information resources, including computerized information retrieval systems.

—Increase State Library responsiveness to the information needs of State government, improving the productivity of State government by extended access to information resources and systems, and apply network concepts to State government information services.

—Provide access to an increased variety of resources for the blind and visually handicapped, and allow an aggressive program of outreach services to eligible clients not now served.

The Department should continue to seek legislation to achieve greater coordination and interrelationship between the two types of library systems and among all types of libraries, including school libraries. Allocation of funds would be contingent upon the submission of an approved plan to improve statewide library service involving the following components:

—The public library systems, the central libraries and the Research Libraries of The New York Public Library including the Schomburg Center for Research in Black Culture.

—Services to schools and school libraries.

—Services to the academic communities, research, business and industry.

—Services to the staff and residents of health, welfare and correctional institutions.

—Services to the blind, visually and physically handicapped.

—Services to Native Americans through coordinated intergovernmental effort.

The Department should seek legislation that would provide statutory recognition and support for the reference and research library systems.

The Department should seek legislation that would recognize and accommodate the critical needs of urban libraries.

Funding and Evaluation of Museum Educational Contributions. Recognizing that museums are educational institutions and make major contributions to the learning of citizens of all

ages in this State, the Regents support the funding of ongoing operations of qualified museums as a State responsibility, and in addition, point out the need for additional funds for special educational activities which may be provided by such museums either in or outside their walls. Demand for these educational resources now exceeds the ability of many museums to satisfy that demand.

Additional delivery systems are required to increase the utilization of these resources, and for this purpose cooperation with other institutions and remote access to resources must be promoted. Experimental delivery systems will be evaluated and information about those which are successful disseminated to the museum community to encourage additional development.

Archival Program. In the past, there has been no consistent or continuous effort to identify and preserve the historically valuable records of the State government, now scattered among numerous creating and custodial units. The New York State Archives, authorized by the Laws of 1971 and begun in January 1975, is now actively correcting this situation. An inventory of all existing State records is well underway, and the Archives is now using the results to evaluate the records for historic and other value. Those selected for permanent retention will be brought together in the new Cultural Education Center where they will be made secure, arranged and described, and made available for use by government, scholars, and the public.

In addition, the Regents recognize that records of local governments constitute a valuable cultural resource and document the rights and privileges of the State's citizens. The role of the State Archives in carrying out the legal responsibilities of the Commissioner of Education shall be to examine into the condition of local public records and to make recommendations as to proper procedures for their creation, management, reproduction, and preservation or disposition.

The State Archives official duties in these regards were strengthened in 1976 with the Governor's appointment of the New York State Historical Records Advisory Board and the designation of the State Archivist as Coordinator. The Board is responsible for developing a State historical records plan and identifying areas of greatest need; for reviewing and evaluating records-supporting grant proposals to the National Historical

Publications and Records Commission, submitted by public and private institutions or State and local government units; and reporting annually to the Governor on the conditions of historical records in New York. The Regents applaud the objectives and activities of this program to preserve the State's cultural resources and they encourage its support.

Education Media. There is a rising demand for education and training that cannot always be accommodated within the formal system of education. Use of existing media technology, especially television, has proved an effective approach to behavior and value modification to meet specific educational goals and objectives, including self-study for the homebound and handicapped; vocational and employment training; high school equivalency and the External Degree. The Regents urge all offices to carefully consider and implement plans for the use of media to meet specific priorities of the Regents.

Education and Interdependence. Recognizing that New York State has a major stake in international trade and commerce, which generate 100,000 jobs for our citizens, and that the daily lives of all of us are more and more affected by global trends in energy, food, population, environment, and other fields, the Regents urge that a major effort be made to work with schools, colleges, museums, libraries, and voluntary associations such as women's organizations and service clubs in increasing understanding of the impact of world, economic, social, and cultural developments on the State and its communities.

Recognizing also that as a nation containing only 6 percent of the world's population of which less than one-in-five lives in political freedom under a democratic system, the United States must educate its youth to understand the cultures and societal patterns of other nations and other peoples. We propose that emphasis be given to the arts, the literature, and the philosophy and history of the non-Western world so that future generations will better understand differences in values and life patterns.

VOCATIONAL REHABILITATION

Objectives

To restore, develop or improve the productive activity of physically, mentally, and emotionally handicapped persons by provision of rehabilitation services; and,

To promote, develop, and support community understanding, attitudes, programs, and resources which will foster full acceptance and assimilation of the handicapped into productive roles in society.

Program Priorities for FY 1978–79

Individual Services

To develop, extend and coordinate vocational rehabilitation services for severely disabled individuals through programs planned jointly with public and voluntary agencies; and, to develop new and improved service programs for the severely disabled, a federally mandated priority group, through Federal funds earmarked for special projects.

To strengthen the joint Vocational Rehabilitation and Department of Mental Hygiene (OVR-DMH) program for deinstitutionalization and prevention of institutionalization (or reinstitutionalization) of mentally and emotionally handicapped individuals. OVR's planned participation in the DMH Intermediate Care Facilities/Mental Retardation Compliance Plan for scheduled deinstitutionalization of individuals with developmental disabilities will be emphasized. Vocational rehabilitation services to selected residents of DMH institutions to assure effective transition to productive community living will be continued. Vocational rehabilitation services also will be continued at DMH affiliated community treatment centers to help prevent institutionalization of individuals under community care and to maintain continuing adjustment of those who have returned from institutions.

To combat economic and social dependency and enhance independence of those disabled individuals who are or may become recipients of Supplemental Security Income or public assistance by provision of rehabilitation services and coordination of service programs with the Social Security Administration and other State and local services.

Community Resources

To assist communities to plan for and develop needed rehabilitation programs and strengthen exisiting ones so as to extend and improve services for the priority groups cited above.

To provide communities with consultation and assistance within the program's existing capacity in order to establish or expand rehabilitation service resources in the State with special emphasis on underserved geographic areas.

To enlarge opportunity for employment and full participation in community life for disabled persons by advocacy of the removal of architectural and transportation barriers which limit access to and use of buildings, sites and resources and by providing to employers and public and private agencies consultation and advice on Affirmative Action Plans for the disabled, as required by the Federal Rehabilitation Act of 1973.

Program Accountability

To further improve program effectiveness, efficiency, and accountability through more intense program evaluation, management controls, and systematic performance feedback to all levels of staff.

To enhance and maintain consultation from a broad range of recipient, provider, and other rehabilitation interests for the purpose of program planning and implementation.

ADMINISTRATION OF THE DEPARTMENT

Objective

To provide such Departmentwide supervisory, staff and auxiliary support as is necessary to achieve the objectives set forth in this statement.

Program Priorities for FY 1978–79

Program Analysis and Evaluation. To further develop systematic use of program analysis and evaluation techniques to assure that each program manager and top management has sufficient information for rational resource allocation decisions.

Public Information. To conduct a comprehensive information program aimed at keeping the news media, general public, professional educators, legislators, and other special publics informed of Regents policies and Department programs and at motivating them to react favorably towards programs and policies.

Administrative Efficiency. To conduct administrative analyses and studies of operational efficiency to assure maximum productivity in the use of Department resources.

Department Employment. To continue implementation of the Education Department Affirmative Action Plan.

CONCLUSION

This statement provides a brief summary of the major priorities and needs of the State's educational system and the specific responsibilities of the State Education Department. The Regents look forward to reviewing budget and legislative proposals related to these priorities.